

# **MARKETING MANAGEMENT**

## Curriculum Content Frameworks

**Please note: All assessment questions will be taken from the knowledge portion of these frameworks.**

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# Curriculum Content Frameworks

## MARKETING MANAGEMENT

Grade Levels: 11, 12  
Course Code: 492350

Prerequisite: Marketing

Course Description: Marketing Management is a two-semester course designed to develop decision-making skills through the application of marketing and management principles. Competencies will be accomplished by utilizing various instructional methods, resources, and direct involvement with marketing businesses. The course will focus on organization, finance, risks, credit, technology, and social aspects. Although it is not mandatory, many students can benefit from the on-the-job training component (cooperative education) of this course. The student's job must relate to his/her career objective, and the worksite trainer must develop a list of competencies to be taught on the job, which coordinates with classroom competencies and career objectives.

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# Unit 1: Marketing Foundations

## Hours: 10

Terminology: Entrepreneur, Marketing, Marketing mix, Product, Product life cycle, Retailers, Service, Utility, Wholesalers

| CAREER and TECHNICAL SKILLS<br>What the Student Should be Able to Do |  | ACADEMIC and WORKPLACE SKILLS<br>What the Instruction Should Reinforce |                 |  |       |             |
|--|--|--|-----------------|--|-------|-------------|
| Knowledge  |  | Application  |                 | Skill Group  | Skill | Description |
| 1.1 Define <i>marketing</i>  | 1.1.1 Distinguish between goods and services   | Foundation   | Listening       | Comprehends ideas and concepts related to marketing [1.2.1]  |       |             |
|  |  |  | Reading         | Identifies relevant details, facts, and specifications [1.3.16]  |       |             |
|  |  |  | Writing         | Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]                    |       |             |
|  |  | Thinking   | Decision Making | Comprehends ideas and concepts related to marketing [4.2.2]  |       |             |
| 1.2 Define <i>wholesalers</i> and <i>retailers</i>                   | 1.2.1 Identify wholesalers and retailers in the local business community                   | Foundation   | Speaking        | Asks questions to clarify information [1.5.3]  |       |             |
|  |  | Thinking   | Decision Making | Evaluates information/data to make the best decision [4.2.5]   |       |             |
|  |  |  | Problem Solving | Comprehends ideas and concepts related to wholesale and retail [4.4.1]                                       |       |             |
| 1.3 Explain the marketing concept                                    | 1.3.1 Distinguish between product orientation, sales orientation, and customer orientation | Foundation   | Reading         | Evaluates written information for accuracy, appropriateness, and style [1.3.14]                              |       |             |
|  |  |  | Speaking        | Applies/Uses technical terms appropriate to audience [1.5.2]   |       |             |
|  |  |  | Writing         | Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19] |       |             |
|  |  | Thinking   | Decision Making | Comprehends ideas and concepts related to marketing concepts [4.2.2]   |       |             |

| CAREER and TECHNICAL SKILLS<br>What the Student Should be Able to Do |  |             |   | ACADEMIC and WORKPLACE SKILLS<br>What the Instruction Should Reinforce |                 |  |
|--|--|-------------|---|--|-----------------|--|
| Knowledge  |  | Application |   | Skill Group  | Skill           | Description  |
| 1.4  | List the stages of the product life cycle      | 1.4.1       | Classify products according to their stage in the product life cycle  | Foundation   | Listening       | Comprehends ideas and concepts related to the stages of the product life cycle [1.2.1]                       |
|  |  |             |   |  | Reading         | Reads and follows instructions to operate technical equipment [1.3.19]                                       |
|  |  |             |   |  | Writing         | Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]                    |
| 1.5  | Explain the importance of entrepreneurs        | 1.5.1       | Identify successful entrepreneurs in the local business community     | Foundation   | Reading         | Evaluates written information for accuracy, appropriateness, and style [1.3.14]                              |
|  |  |             |   |  | Speaking        | Applies/Uses technical terms appropriate to audience [1.5.2]   |
|  |  |             |   |  | Writing         | Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19] |
| 1.6  | Define <i>small business</i>                   | 1.6.1       | Distinguish between small and large businesses in the local community | Foundation   | Listening       | Comprehends ideas and concepts related to forms of business ownership [1.2.1]                                |
|  |  |             |   |  | Writing         | Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]                    |
|  |  |             |   | Thinking   | Decision Making | Comprehends ideas and concepts related to business ownership [4.2.2]   |
| 1.7  | List the four types of utility                 | 1.7.1       | Illustrate the four utilities, using a single product/service         | Foundation   | Writing         | Analyzes data, summarizes results, and makes conclusions [1.6.2]   |
|  |  |             |   | Thinking   | Problem Solving | Comprehends ideas and concepts related to the four types of utility [4.4.1]                                  |
| 1.8  | Discuss the four elements of the marketing mix | 1.8.1       | Analyze the four elements of marketing                                | Foundation   | Writing         | Analyzes data, summarizes results, and makes conclusions [1.6.2]   |
|  |  |             |   | Thinking   | Problem Solving | Comprehends ideas and concepts related to the four elements of marketing [4.4.1]                             |

## Unit 2: Management Foundations

### Hours: 8

Terminology: Human relations, Industrial Revolution, Management, Maslow's Hierarchy of Needs, Organizing, Planning, Technical skills, Total Quality Management (TQM)

| CAREER and TECHNICAL SKILLS<br>What the Student Should be Able to Do |   | ACADEMIC and WORKPLACE SKILLS<br>What the Instruction Should Reinforce |   |             |                 |  |
|--|---|--|---|-------------|-----------------|--|
| Knowledge  |   | Application  |   | Skill Group | Skill           | Description  |
| 2.1  | Define <i>management</i>  | 2.1.1  | Discuss management careers in marketing occupations                     | Foundation  | Listening       | Comprehends ideas and concepts related to management [1.2.1]   |
|  |   |  |   |             | Reading         | Identifies relevant details, facts, and specifications [1.3.16]  |
|  |   |  |   |             | Writing         | Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]                    |
|  |   |  |   | Thinking    | Decision Making | Comprehends ideas and concepts related to management [4.2.2]   |
| 2.2  | List management tasks   | 2.2.1  | Distinguish between the management tasks                                | Foundation  | Writing         | Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]                    |
|  |   |  |   | Thinking    | Decision Making | Comprehends ideas and concepts related to management tasks [4.2.2]   |
| 2.3  | Explain the impact of the Industrial Revolution on marketing and management | 2.3.1  | Compare historical management practices to current management practices | Foundation  | Speaking        | Applies/Uses technical terms appropriate to audience [1.5.2]   |
|  |   |  |   |             | Writing         | Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19] |
|  |   |  |   | Thinking    | Decision Making | Comprehends ideas and concepts related to management practices [4.2.2]                                       |
| 2.4  | List Maslow's Hierarchy of Needs  | 2.4.1  | Diagram Maslow's Hierarchy of Needs                                     | Foundation  | Writing         | Composes and creates document -- letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8]     |
|  |   |  |   | Thinking    | Problem Solving | Comprehends ideas and concepts related to Maslow's Hierarchy of Needs [4.4.1]                                |

| CAREER and TECHNICAL SKILLS<br>What the Student Should be Able to Do |   | ACADEMIC and WORKPLACE SKILLS<br>What the Instruction Should Reinforce |                 |  |
|--|---|--|-----------------|--|
| Knowledge  | Application   | Skill Group  | Skill           | Description  |
| 2.5 Explain the importance of Total Quality Management (TQM)         | 2.5.1 Relate quality to marketing and management career | Foundation   | Speaking        | Applies/Uses technical terms appropriate to audience [1.5.2]   |
|  |   |  | Writing         | Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19] |
|  |   | Thinking   | Decision Making | Comprehends ideas and concepts related to TQM [4.2.2]  |
| 2.6 List the three types of management skills                        | 2.6.1 Give examples of the three types of skills        | Foundation   | Writing         | Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]                    |
|  |   | Thinking   | Decision Making | Comprehends ideas and concepts related to management skills [4.2.2]  |

## Unit 3: Marketing and Management Environments

### Hours: 8

Terminology: Code of ethics, Consumer, Ethics, Licensing, Social responsibility, Zoning

| CAREER and TECHNICAL SKILLS<br>What the Student Should be Able to Do |   | ACADEMIC and WORKPLACE SKILLS<br>What the Instruction Should Reinforce |                   |   |
|--|---|--|-------------------|---|
| Knowledge  | Application   | Skill Group  | Skill             | Description   |
| 3.1 Define <i>ethics</i>   | 3.1.1 Discuss examples of unethical business practices or events, and describe how the situation could be resolved in an ethical manner | Foundation   | Listening         | Comprehends ideas and concepts related to ethics [1.2.1]                                  |
|  |   |  | Reading           | Identifies relevant details, facts, and specifications [1.3.16]                           |
|  |   |  | Writing           | Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6] |
|  |   | Thinking   | Decision Making   | Comprehends ideas and concepts related to ethics [4.2.2]                                  |
| 3.2 Describe a code of ethics  | 3.2.1 Produce a code of ethics for a marketing firm   | Foundation   | Listening         | Comprehends ideas and concepts related to a code of ethics [1.2.1]                        |
|  |   |  | Speaking          | Communicates a thought, idea, or fact in spoken form [1.5.5]                              |
|  |   | Thinking   | Creative Thinking | Uses imagination to create something new [4.1.1]  |
| 3.3 List laws that relate to ethics in marketing                     | 3.3.1 Distinguish between laws affecting competitive behavior, consumer protection, and environmental protection                        | Foundation   | Writing           | Analyzes data, summarizes results, and makes conclusions [1.6.2]                          |
|  |   | Thinking   | Decision Making   | Comprehends ideas and concepts related to ethics [4.2.2]                                  |
| 3.4 Discuss social responsibilities                                  | 3.4.1 Explain how social responsibility is measured   | Foundation   | Writing           | Analyzes data, summarizes results, and makes conclusions [1.6.2]                          |
|  |   | Thinking   | Problem Solving   | Comprehends ideas and concepts related to social responsibility [4.4.1]                   |



| CAREER and TECHNICAL SKILLS<br>What the Student Should be Able to Do |   | ACADEMIC and WORKPLACE SKILLS<br>What the Instruction Should Reinforce |   |             |                 |   |
|--|---|--|---|-------------|-----------------|---|
| Knowledge  |   | Application  |   | Skill Group | Skill           | Description   |
| 3.5  | Identify types of government regulations that affect businesses | 3.5.1  | Distinguish between the government regulations affecting business, including the following laws: tax, corporate, intellectual, consumer, commercial, and licensing/zoning | Foundation  | Writing         | Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]                     |
|  |   |  |   | Thinking    | Decision Making | Comprehends ideas and concepts related to government regulations [4.2.2]                                      |
| 3.6  | Discuss laws providing benefits and protection for employees    | 3.6.1  | Distinguish between the following laws: equal opportunity laws, occupational safety and health laws, wage and hour laws, benefit laws, and labor relations laws           | Foundation  | Listening       | Comprehends ideas and concepts related to laws [1.2.1]<br><br>Receives and interprets verbal messages [1.2.8] |
|  |   |  |   |             | Reading         | Uses written resources to obtain factual information [1.3.23]   |
|  |   |  |   |             | Writing         | Organizes information in an appropriate format [1.6.10]   |
|  |   |  |   | Thinking    | Problem Solving | Comprehends ideas and concepts related to employee benefits and protection [4.4.1]                            |

## Unit 4: Global Economics in Marketing and Management

### Hours: 10

Terminology: Economics, Equilibrium, Exports, Gross National Product (GNP), Imports, Inflation, International trade, Scarcity, Tariff

| CAREER and TECHNICAL SKILLS<br>What the Student Should be Able to Do |   | ACADEMIC and WORKPLACE SKILLS<br>What the Instruction Should Reinforce |   |             |                 |  |
|--|---|--|---|-------------|-----------------|--|
| Knowledge  |   | Application  |   | Skill Group | Skill           | Description  |
| 4.1  | Define <i>economics</i>   | 4.1.1  | Distinguish between scarcity and opportunity costs                                      | Foundation  | Listening       | Comprehends ideas and concepts related to economics [1.2.1]  |
|  |   |  |   |             | Reading         | Identifies relevant details, facts, and specifications [1.3.16]  |
|  |   |  |   |             | Writing         | Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]                |
|  |   |  |   | Thinking    | Decision Making | Comprehends ideas and concepts related to economics [4.2.2]  |
| 4.2  | List the characteristics of command and market  | 4.2.1  | Give examples of countries that operate under each type of economic system              | Foundation  | Writing         | Analyzes data, summarizes results, and makes conclusions [1.6.2]   |
|  |   |  |   | Thinking    | Decision Making | Comprehends ideas and concepts related to the characteristics of command and market economies [4.2.2]    |
| 4.3  | Explain how the laws of supply and demand determine equilibrium price of goods and services | 4.3.1  | Illustrate both supply and demand curves on a chart, and identify the equilibrium price | Foundation  | Reading         | Evaluates written information for accuracy, appropriateness, and style [1.3.14]                          |
|  |   |  |   |             | Speaking        | Applies/Uses technical terms appropriate to audience [1.5.2]   |
|  |   |  |   |             | Writing         | Composes and creates document -- letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8] |
|  |   |  |   | Thinking    | Reasoning       | Sees relationship between two or more ideas, objects, or situations [4.5.5]                              |
| 4.4  | Identify the four phases of the business cycle  | 4.4.1  | Distinguish between the expansion and contraction phases of the business cycle          | Foundation  | Writing         | Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]                |
|  |   |  |   | Thinking    | Decision Making | Comprehends ideas and concepts related to the four phases of the business cycle [4.2.2]                  |

| CAREER and TECHNICAL SKILLS<br>What the Student Should be Able to Do |  | ACADEMIC and WORKPLACE SKILLS<br>What the Instruction Should Reinforce |  |             |                 |   |
|--|--|--|--|-------------|-----------------|---|
| Knowledge  |  | Application  |  | Skill Group | Skill           | Description   |
| 4.5  | Discuss economic indicators  | 4.5.1  | Distinguish between productivity rates, consumer price index, gross domestic product, inflation, and the unemployment rate | Foundation  | Listening       | Comprehends ideas and concepts related to economic indicators [1.2.1]     |
|  |  |  |  |             | Speaking        | Participates in conversation, discussion, and group presentations [1.5.8] |
|  |  |  |  | Thinking    | Decision Making | Comprehends ideas and concepts related to economic indicators [4.2.2]     |
| 4.6  | Explain the concepts of absolute and comparative advantage                             | 4.6.1  | Give examples of countries and their products that possess absolute or comparative advantages                              | Foundation  | Listening       | Comprehends ideas and concepts related to comparative advantage [1.2.1]   |
|  |  |  |  |             |                 | Receives and interprets verbal messages [1.2.8]                           |
|  |  |  |  |             | Reading         | Uses written resources to obtain factual information [1.3.23]             |
|  |  |  |  |             | Writing         | Organizes information in an appropriate format [1.6.10]                   |
| 4.7  | Define <i>imports</i> and <i>exports</i>   | 4.7.1  | Give reasons why businesses import and export  | Foundation  | Listening       | Comprehends ideas and concepts related to imports and exports [1.2.1]     |
|  |  |  |  |             |                 | Receives and interprets verbal messages [1.2.8]                           |
|  |  |  |  |             | Reading         | Uses written resources to obtain factual information [1.3.23]             |
|  |  |  |  |             | Writing         | Organizes information in an appropriate format [1.6.10]                   |
| 4.8  | Define <i>balance of trade</i> , <i>tariffs</i> , <i>quotas</i> , and <i>embargoes</i> | 4.8.1  | Give examples of each trade term   | Foundation  | Listening       | Comprehends ideas and concepts related to trade balance [1.2.1]           |
|  |  |  |  |             |                 | Receives and interprets verbal messages [1.2.8]                           |
|  |  |  |  |             | Reading         | Uses written resources to obtain factual information [1.3.23]             |
|  |  |  |  |             | Writing         | Organizes information in an appropriate format [1.6.10]                   |

| CAREER and TECHNICAL SKILLS<br>What the Student Should be Able to Do |  | ACADEMIC and WORKPLACE SKILLS<br>What the Instruction Should Reinforce   |             |                 |   |
|--|--|--|-------------|-----------------|---|
| Knowledge  |  | Application  | Skill Group | Skill           | Description   |
| 4.9  | Explain the importance of a global economy | 4.9.1 Discuss the following international trade agreements: North American Free Trade Agreement (NAFTA), the General Agreement on Trade and Tariffs, and the European Economic Community | Foundation  | Listening       | Comprehends ideas and concepts related to global economy [1.2.1]          |
|  |  |  |             | Speaking        | Participates in conversation, discussion, and group presentations [1.5.8] |
|  |  |  | Thinking    | Decision Making | Comprehends ideas and concepts related to global economy [4.2.2]          |

## Unit 5: Forms of Business Ownership

### Hours: 10

Terminology: Cooperatives, Corporation, Partnership, Proprietorship

| CAREER and TECHNICAL SKILLS<br>What the Student Should be Able to Do |  | ACADEMIC and WORKPLACE SKILLS<br>What the Instruction Should Reinforce |  |             |                 |   |
|--|--|--|--|-------------|-----------------|---|
| Knowledge  |  | Application  |  | Skill Group | Skill           | Description   |
| 5.1  | Define terms associated with business ownership      | 5.1.1  | Give examples of proprietorships, partnerships, and corporations within your community | Foundation  | Listening       | Comprehends ideas and concepts related to proprietorships, partnerships, and corporations [1.2.1]         |
|  |  |  |  |             | Reading         | Identifies relevant details, facts, and specifications [1.3.16]   |
|  |  |  |  |             | Writing         | Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]                 |
|  |  |  |  | Thinking    | Decision Making | Comprehends ideas and concepts related to proprietorships, partnerships, and corporations [4.2.2]         |
| 5.2  | List advantages and disadvantages of proprietorships | 5.2.1  | Create a chart showing the advantages and disadvantages of proprietorships             | Foundation  | Writing         | Analyzes data, summarizes results, and makes conclusions [1.6.2]  |
|  |  |  |  |             |                 | Composes and creates documents -- letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8] |
|  |  |  |  | Thinking    | Reasoning       | Sees relationship between two or more ideas, objects, or situations [4.5.5]                               |
| 5.3  | List advantages and disadvantages of partnerships    | 5.3.1  | Create a chart showing the advantages and disadvantages of partnerships                | Foundation  | Writing         | Analyzes data, summarizes results, and makes conclusions [1.6.2]  |
|  |  |  |  |             |                 | Composes and creates documents -- letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8] |
|  |  |  |  | Thinking    | Reasoning       | Sees relationship between two or more ideas, objects, or situations [4.5.5]                               |

| CAREER and TECHNICAL SKILLS<br>What the Student Should be Able to Do |  | ACADEMIC and WORKPLACE SKILLS<br>What the Instruction Should Reinforce |   |             |                 |   |
|--|--|--|---|-------------|-----------------|---|
| Knowledge  |  | Application  |   | Skill Group | Skill           | Description   |
| 5.4  | List advantages and disadvantages of corporations                  | 5.4.1  | Create a chart showing the advantages and disadvantages of corporations | Foundation  | Writing         | Analyzes data, summarizes results, and makes conclusions [1.6.2]<br><br>Composes and creates documents -- letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8] |
|  |  |  |   | Thinking    | Reasoning       | Sees relationship between two or more ideas, objects, or situations [4.5.5]   |
| 5.5  | Discuss the basic features of a corporation, and list the features | 5.5.1  | Participate in a discussion of basic features of a corporation          | Foundation  | Listening       | Comprehends ideas and concepts related to corporations [1.2.1]  |
|  |  |  |   |             | Speaking        | Participates in conversation, discussion, and group presentations [1.5.8]   |
|  |  |  |   |             | Writing         | Analyzes data, summarizes results, and makes conclusions [1.6.2]  |
|  |  |  |   | Thinking    | Decision Making | Comprehends ideas and concepts related to corporations [4.2.2]  |
| 5.6  | Describe how a corporation is formed and organized                 | 5.6.1  | List the components of a charter  | Foundation  | Listening       | Comprehends ideas and concepts related to formation of a corporation [1.2.1]  |
|  |  |  |   |             | Reading         | Applies/Understands technical words that pertain to subject [1.3.6]   |
|  |  |  |   |             | Writing         | Analyzes data, summarizes results, and makes conclusions [1.6.2]<br><br>Applies/Uses technical words and concepts [1.6.4]   |

| CAREER and TECHNICAL SKILLS<br>What the Student Should be Able to Do  |   | ACADEMIC and WORKPLACE SKILLS<br>What the Instruction Should Reinforce |                 |  |
|---|---|--|-----------------|--|
| Knowledge   | Application   | Skill Group  | Skill           | Description  |
| 5.7 Define the following specialized types of corporations: <i>joint ventures, limited liability corporations, nonprofit corporations, and cooperatives</i> | 5.7.1 Create a poster listing specialized types of corporations found in your community | Foundation   | Reading         | Identifies relevant details, facts, and specifications [1.3.16]  |
|   |   |  | Writing         | Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]<br><br>Composes and creates documents -- letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8] |
|   |   | Thinking   | Decision Making | Comprehends ideas and concepts related to specialized corporations [4.2.2]   |

## Unit 6: Technology and Information Management

### Hours: 8

**Terminology:** Computer, Database, E-commerce, Ergonomics, Extranet, Firewall, Hyperlink, Internet, Internet Service Provider (ISP), Local Area Network (LAN), Modem, Search engine, Server, Software, World Wide Web (WWW)

| CAREER and TECHNICAL SKILLS<br>What the Student Should be Able to Do        |  | ACADEMIC and WORKPLACE SKILLS<br>What the Instruction Should Reinforce |           |  |
|---|--|--|-----------|--|
| Knowledge   | Application  | Skill Group  | Skill     | Description  |
| 6.1 Define <i>management information system (MIS)</i> and <i>management</i> |  | Foundation   | Listening | Comprehends ideas and concepts related to management information systems [1.2.1]                             |
|   |  |  | Reading   | Identifies relevant details, facts, and specifications [1.3.16]  |
|   |  |  | Writing   | Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]                    |
| 6.2 Define common terms associated with technology management               | 6.2.1 Create list of terms associated with technology management | Foundation   | Listening | Comprehends ideas and concepts related to technology management [1.2.1]                                      |
|   |  |  | Reading   | Identifies relevant details, facts, and specifications [1.3.16]  |
|   |  |  | Writing   | Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]                    |
| 6.3 Discuss the development of computers                                    | 6.3.1 Chart the development of computers                         | Foundation   | Reading   | Identifies relevant details, facts, and specifications [1.3.16]  |
|   |  |  | Speaking  | Applies/Uses technical terms appropriate to audience [1.5.2]   |
|   |  |  | Writing   | Composes and creates documents -- letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8]    |
|   |  |  |           | Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19] |



| CAREER and TECHNICAL SKILLS<br>What the Student Should be Able to Do |   |             |   | ACADEMIC and WORKPLACE SKILLS<br>What the Instruction Should Reinforce |                      |  |
|--|---|-------------|---|--|----------------------|--|
| Knowledge  |   | Application |   | Skill Group  | Skill                | Description  |
| 6.4  | Discuss the development of e-commerce                   | 6.4.1       | Participate in class discussion of e-commerce                 | Foundation   | Reading              | Identifies relevant details, facts, and specifications [1.3.16]  |
|  |   |             |   |  | Speaking             | Applies/Uses technical terms appropriate to audience [1.5.2]   |
|  |   |             |   |  | Writing              | Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19] |
| 6.5  | Discuss Internet retailing                              | 6.5.1       | Using classroom computers, visit competing Internet retailers | Foundation   | Reading              | Identifies relevant details, facts, and specifications [1.3.16]  |
|  |   |             |   |  | Speaking             | Applies/Uses technical terms appropriate to audience [1.5.2]   |
|  |   |             |   |  | Writing              | Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19] |
|  |   |             |   | Thinking   | Knowing how to Learn | Uses available resources to acquire new skills or improve skills [4.3.3]                                     |
| 6.6  | List advantages and disadvantages of Internet retailing | 6.6.1       | Compare advantages and disadvantages of Internet retailing    | Foundation   | Writing              | Analyzes data, summarizes results, and makes conclusions [1.6.2]   |
|  |   |             |   | Thinking   | Reasoning            | Sees relationship between two or more ideas, objects, or situations [4.5.5]                                  |

## Unit 7: Communication and Planning Skills for Marketing and Management

### Hours: 10

Terminology: Brainstorming, Communication, Distortion, Distraction, E-mail, Feedback, Jargon, Problem, Spam, Symptom

| CAREER and TECHNICAL SKILLS<br>What the Student Should be Able to Do |   | ACADEMIC and WORKPLACE SKILLS<br>What the Instruction Should Reinforce |                 |   |       |             |
|--|---|--|-----------------|---|-------|-------------|
| Knowledge  |   | Application  |                 | Skill Group   | Skill | Description |
| 7.1 Define the communication process                                 | 7.1.1 Diagram the communication process   | Foundation   | Listening       | Comprehends ideas and concepts related to the communication process [1.2.1]               |       |             |
|  |   |  | Reading         | Identifies relevant details, facts, and specifications [1.3.16]                           |       |             |
|  |   |  | Writing         | Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6] |       |             |
|  |   | Thinking   | Reasoning       | Comprehends ideas and concepts related to the communication process [4.5.2]               |       |             |
| 7.2 Discuss distractions and distortions to effective communication  | 7.2.1 Illustrate ways students can be distracted; demonstrate distortion by having students relay a message from one student to another | Foundation   | Speaking        | Applies/Uses technical terms appropriate to audience [1.5.2]                              |       |             |
|  |   |  |                 | Organizes ideas, and communicates oral messages to listeners [1.5.7]                      |       |             |
|  |   |  | Writing         | Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6] |       |             |
|  |   | Thinking   | Reasoning       | Comprehends ideas and concepts related to distractions and distortions [4.5.2]            |       |             |
| 7.3 List channels of communication                                   | 7.3.1 Distinguish between the channels of communication   | Foundation   | Reading         | Comprehends written information, and applies it to a task [1.3.8]                         |       |             |
|  |   | Thinking   | Problem Solving | Draws conclusions from what is read, and gives possible solutions [4.4.4]                 |       |             |
| 7.4 Define <i>formal communication network</i>                       | 7.4.1 Give examples of formal communication   | Foundation   | Listening       | Comprehends ideas and concepts related to the communication networks [1.2.1]              |       |             |
|  |   |  | Reading         | Identifies relevant details, facts, and specifications [1.3.16]                           |       |             |
|  |   |  | Writing         | Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6] |       |             |

| CAREER and TECHNICAL SKILLS<br>What the Student Should be Able to Do   |   | ACADEMIC and WORKPLACE SKILLS<br>What the Instruction Should Reinforce |           |   |
|--|---|--|-----------|---|
| Knowledge  | Application   | Skill Group  | Skill     | Description   |
| 7.5 Discuss the importance of informal communication networks          |   | Foundation   | Speaking  | Applies/Uses technical terms appropriate to audience [1.5.2]<br><br>Organizes ideas, and communicates oral messages to listeners [1.5.7]                          |
| 7.6 Discuss the impact of the grapevine                                |   | Foundation   | Speaking  | Applies/Uses technical terms appropriate to audience [1.5.2]<br><br>Organizes ideas, and communicates oral messages to listeners [1.5.7]                          |
| 7.7 Discuss the difference between desirable and undesirable conflict  | 7.7.1 Give examples of desirable and undesirable conflict                                       | Foundation   | Speaking  | Applies/Uses technical terms appropriate to audience [1.5.2]<br><br>Organizes ideas, and communicates oral messages to listeners [1.5.7]                          |
|  |   |  | Writing   | Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]   |
|  |   | Thinking   | Reasoning | Sees relationship between two or more ideas, objects, or situations [4.5.5]   |
| 7.8 Explain how to encourage and improve organizational communications | 7.8.1 Give examples of how employees can benefit from improved communication within the company | Foundation   | Reading   | Identifies relevant details, facts, and specifications [1.3.16]   |
|  |   |  | Speaking  | Organizes ideas, and communicates oral messages to listeners [1.5.7]  |
|  |   |  | Writing   | Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]   |
| 7.9 List steps in problem solving                                      | 7.9.1 Illustrate effective problem solving  | Foundation   | Writing   | Analyzes data, summarizes results, and makes conclusions [1.6.2]<br><br>Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6] |
|  |   | Thinking   | Reasoning | Sees relationship between two or more ideas, objects, or situations [4.5.5]   |

| CAREER and TECHNICAL SKILLS<br>What the Student Should be Able to Do |   | ACADEMIC and WORKPLACE SKILLS<br>What the Instruction Should Reinforce |           |  |
|--|---|--|-----------|--|
| Knowledge  | Application   | Skill Group  | Skill     | Description  |
| 7.10 List the purposes for speaking                                  | 7.10.1 Give examples of hearing vs. listening                               | Foundation   | Writing   | Analyzes data, summarizes results, and makes conclusions [1.6.2]   |
|  | 7.10.2 Illustrate an example of speaking to inform, persuade, and entertain | Thinking   | Reasoning | Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]<br><br>Sees relationship between two or more ideas, objects, or situations [4.5.5] |

## Unit 8: Motivation and Leadership for Marketing and Management

### Hours: 6

Terminology: Automatic leader, Democratic leader, Executive, Leadership, Mid-manager, Motivation, Negative reinforcement, Open leader, Positive reinforcement, Reinforcement

| CAREER and TECHNICAL SKILLS<br>What the Student Should be Able to Do                      |  | ACADEMIC and WORKPLACE SKILLS<br>What the Instruction Should Reinforce |           |   |
|---|--|--|-----------|---|
| Knowledge   | Application  | Skill Group  | Skill     | Description   |
| 8.1    Define <i>motivation</i>   | 8.1.1    List how employees are motivated  | Foundation   | Listening | Comprehends ideas and concepts related to motivation [1.2.1]                              |
|   |  |  | Reading   | Identifies relevant details, facts, and specifications [1.3.16]                           |
|   |  |  | Writing   | Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6] |
| 8.2    Discuss leadership characteristics   | 8.2.1    List characteristics of a good leader   | Foundation   | Speaking  | Applies/Uses technical terms appropriate to audience [1.5.2]                              |
|   |  |  |           | Organizes ideas, and communicates oral messages to listeners [1.5.7]                      |
|   |  |  | Writing   | Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6] |
| 8.3    Explain the roles and responsibilities of a supervisor, executive, and mid-manager |  | Foundation   | Speaking  | Applies/Uses technical terms appropriate to audience [1.5.2]                              |
|   |  |  |           | Organizes ideas, and communicates oral messages to listeners [1.5.7]                      |
| 8.4    Discuss leadership styles  | 8.4.1    List the characteristics of autocratic leaders, democratic leaders, open leaders, and situational leaders | Foundation   | Speaking  | Applies/Uses technical terms appropriate to audience [1.5.2]                              |
|   |  |  |           | Organizes ideas, and communicates oral messages to listeners [1.5.7]                      |
|   |  |  | Writing   | Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6] |
| 8.5    Discuss characteristics of effective training                                      |  | Foundation   | Speaking  | Applies/Uses technical terms appropriate to audience [1.5.2]                              |
|   |  |  |           | Organizes ideas, and communicates oral messages to listeners [1.5.7]                      |

| CAREER and TECHNICAL SKILLS<br>What the Student Should be Able to Do                         |             | ACADEMIC and WORKPLACE SKILLS<br>What the Instruction Should Reinforce |           |   |
|--|-------------|--|-----------|---|
| Knowledge  | Application | Skill Group  | Skill     | Description   |
| 8.6 Define <i>positive</i> and <i>negative reinforcement</i> and <i>reinforcement theory</i> |             | Foundation   | Listening | Comprehends ideas and concepts related to reinforcement theory [1.2.1]                    |
|  |             |  | Reading   | Identifies relevant details, facts, and specifications [1.3.16]                           |
|  |             |  | Writing   | Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6] |

## Unit 9: Managing Human Resources for Marketing and Management

### Hours: 10

Terminology: Employee benefits, Human resources management, Job description, Promotion, Salary, Termination, Transfer, Wage

| CAREER and TECHNICAL SKILLS<br>What the Student Should be Able to Do |  | ACADEMIC and WORKPLACE SKILLS<br>What the Instruction Should Reinforce |   |   |
|--|--|--|---|---|
| Knowledge  | Application                                      | Skill Group  | Skill                                       | Description   |
| 9.1 Define the terms relating to human resources management          |  | Foundation   | Listening                                   | Comprehends ideas and concepts related to subject [1.2.1]                                 |
|  |  |  | Reading                                     | Identifies relevant details, facts, and specifications [1.3.16]                           |
|  |  |  | Writing                                     | Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6] |
| 9.2 State the purpose of employment interviews                       | 9.2.1 Participate in mock interviews             | Foundation   | Writing                                     | Analyzes data, summarizes results, and makes conclusions [1.6.2]                          |
|  |  |  |   | Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6] |
|  |  | Academic and Workplace   | Career Awareness, Development, and Mobility | Develops skills to locate, evaluate, and interpret career information [3.1.3]             |
|  |  |  | Responsibility                              | Comprehends ideas and concepts related to interviews [3.4.2]                              |
|  |  |  | Self-esteem                                 | Presents positive image of personal attitudes and abilities [3.5.7]                       |
| 9.3 Identify different methods of training employees                 | 9.3.1 View training video from various employers | Foundation   | Listening                                   | Comprehends ideas and concepts related to subject [1.2.1]                                 |
|  |  |  | Reading                                     | Identifies relevant details, facts, and specifications [1.3.16]                           |
|  |  | Thinking   | Knowing how to Learn                        | Processes new information as related to workplace [4.3.5]                                 |

| CAREER and TECHNICAL SKILLS<br>What the Student Should be Able to Do |   | ACADEMIC and WORKPLACE SKILLS<br>What the Instruction Should Reinforce |   |             |                 |   |
|--|---|--|---|-------------|-----------------|---|
| Knowledge  |   | Application  |   | Skill Group | Skill           | Description   |
| 9.4  | List employee benefits                            | 9.4.1  | Differentiate among employee benefits                                 | Foundation  | Writing         | Analyzes data, summarizes results, and makes conclusions [1.6.2]  |
|  |   |  |   | Thinking    | Decision Making | Comprehends ideas and concepts related to employee benefits [4.2.2]   |
| 9.5  | Describe laws and regulations affecting employees | 9.5.1  | Create a chart showing the laws and regulations that affect employees | Foundation  | Reading         | Identifies relevant details, facts, and specifications [1.3.16]   |
|  |   |  |   |             | Speaking        | Applies/Uses technical terms appropriate to audience [1.5.2]  |
|  |   |  |   |             | Writing         | Composes and creates documents/graphs [1.6.8]<br><br>Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19] |
| 9.6  | Discuss compensation                              | 9.6.1  | Calculate methods of compensation                                     | Foundation  | Reading         | Identifies relevant details, facts, and specifications [1.3.16]   |
|  |   |  |   |             | Speaking        | Applies/Uses technical terms appropriate to audience [1.5.2]  |
|  |   |  |   |             | Writing         | Composes and creates documents/graphs [1.6.8]<br><br>Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19] |
| 9.7  | Explain good employer/employee relations          | 9.7.1  | List two characteristics of good employer/employee relations          | Foundation  | Reading         | Identifies relevant details, facts, and specifications [1.3.16]   |
|  |   |  |   |             | Speaking        | Applies/Uses technical terms appropriate to audience [1.5.2]  |
|  |   |  |   |             | Writing         | Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19]  |



| CAREER and TECHNICAL SKILLS<br>What the Student Should be Able to Do |   | ACADEMIC and WORKPLACE SKILLS<br>What the Instruction Should Reinforce |                |  |
|--|---|--|----------------|--|
| Knowledge  | Application   | Skill Group  | Skill          | Description  |
| 9.8 Discuss employee turnover  | 9.8.1 List major factors that lead to employee turnover | Foundation   | Reading        | Identifies relevant details, facts, and specifications [1.3.16]  |
|  |   |  | Speaking       | Applies/Uses technical terms appropriate to audience [1.5.2]   |
|  |   |  | Writing        | Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19] |
| 9.9 Discuss exit interviews  | 9.9.1 Participate in mock exit interviews               | Foundation   | Writing        | Analyzes data, summarizes results, and makes conclusions [1.6.2]   |
|  |   |  |                | Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]                    |
|  |   | Academic and Workplace   | Responsibility | Comprehends ideas and concepts related to interviews [3.4.2]   |
|  |   |  | Self-esteem    | Presents positive image of personal attitudes and abilities [3.5.7]  |

## Unit 10: Quality Control for Marketing and Management

### Hours: 8

Terminology: Performance deviation, Quality assurance, Quality control

| CAREER and TECHNICAL SKILLS<br>What the Student Should be Able to Do |   | ACADEMIC and WORKPLACE SKILLS<br>What the Instruction Should Reinforce |           |   |
|--|---|--|-----------|---|
| Knowledge  | Application   | Skill Group  | Skill     | Description   |
| 10.1 List why controls are needed                                    | 10.1.1 Cite examples of controls at training stations | Foundation   | Writing   | Analyzes data, summarizes results, and makes conclusions [1.6.2]<br><br>Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6] |
|  |   | Thinking   | Reasoning | Sees relationship between two or more ideas, objects, or situations [4.5.5]   |
| 10.2 List the three steps necessary in a control process             |   | Foundation   | Writing   | Analyzes data, summarizes results, and makes conclusions [1.6.2]<br><br>Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6] |
|  |   | Thinking   | Reasoning | Sees relationship between two or more ideas, objects, or situations [4.5.5]   |
| 10.3 List the controls an organization can implement                 |   | Foundation   | Writing   | Analyzes data, summarizes results, and makes conclusions [1.6.2]<br><br>Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6] |
| 10.4 List potential causes of performance deviation                  |   | Foundation   | Writing   | Analyzes data, summarizes results, and makes conclusions [1.6.2]<br><br>Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6] |
|  |   | Thinking   | Reasoning | Sees relationship between two or more ideas, objects, or situations [4.5.5]   |

| CAREER and TECHNICAL SKILLS<br>What the Student Should be Able to Do                  |  | ACADEMIC and WORKPLACE SKILLS<br>What the Instruction Should Reinforce |          |  |
|---|--|--|----------|--|
| Knowledge   | Application  | Skill Group  | Skill    | Description  |
| 10.5 Explain what operations managers mean by the term <i>quality</i>                 |  | Foundation   | Reading  | Evaluates written information for accuracy, appropriateness, and style [1.3.14]                              |
|   |  |  | Speaking | Applies/Uses technical terms appropriate to audience [1.5.2]   |
|   |  |  | Writing  | Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19] |
| 10.6 Explain what <i>quality</i> means to customers of their training station         |  | Foundation   | Reading  | Evaluates written information for accuracy, appropriateness, and style [1.3.14]                              |
|   |  |  | Speaking | Applies/Uses technical terms appropriate to audience [1.5.2]   |
|   |  |  | Writing  | Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19] |
| 10.7 Explain the concepts of quality planning, quality control, and quality assurance | 10.7.1 Illustrate the concepts of quality planning, quality control, and quality assurance | Foundation   | Reading  | Evaluates written information for accuracy, appropriateness, and style [1.3.14]                              |
|   |  |  | Speaking | Applies/Uses technical terms appropriate to audience [1.5.2]   |
|   |  |  | Writing  | Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19] |
| 10.8 Explain the purpose of Total Quality Management (TQM)                            |  | Foundation   | Reading  | Evaluates written information for accuracy, appropriateness, and style [1.3.14]                              |
|   |  |  | Speaking | Applies/Uses technical terms appropriate to audience [1.5.2]   |

## Unit 11: Financial Management for Marketing

### Hours: 10

Terminology: Balance sheet, Capital, Common stock, Income statement, Point-of-sale terminal, Preferred stock

| CAREER and TECHNICAL SKILLS<br>What the Student Should be Able to Do |  | ACADEMIC and WORKPLACE SKILLS<br>What the Instruction Should Reinforce |                      |  |
|--|--|--|----------------------|--|
| Knowledge  | Application  | Skill Group  | Skill                | Description  |
| 11.1 Identify and discuss types of records used in business          | 11.1.1 Use the Internet to review accounting software packages                           | Foundation   | Speaking             | Applies/Uses technical terms appropriate to audience [1.5.2]   |
|  |  |  | Writing              | Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19] |
|  |  | Thinking   | Knowing how to Learn | Uses available resources to acquire new skills or improve skills [4.3.4]                                     |
|  |  |  | Reasoning            | Sees relationship between two or more ideas, objects, or situations [4.5.5]                                  |
| 11.2 Describe receipt and payment records                            | 11.2.1 Using accounting software, analyze kinds of receipt and payment records available | Foundation   | Listening            | Comprehends ideas and concepts related to receipt and payment records [1.2.1]                                |
|  |  |  | Writing              | Applies/Uses technical words and concepts [1.6.4]  |
|  |  | Thinking   | Decision Making      | Evaluates information/data to make the best decision [4.2.5]   |
| 11.3 List types of budgets   | 11.3.1 Analyze the purpose of each type of budget  | Foundation   | Writing              | Analyzes data, summarizes results, and makes conclusions [1.6.2]   |
|  |  |  |                      | Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]                    |
|  |  | Thinking   | Reasoning            | Sees relationship between two or more ideas, objects, or situations [4.5.5]                                  |

| CAREER and TECHNICAL SKILLS<br>What the Student Should be Able to Do |  | ACADEMIC and WORKPLACE SKILLS<br>What the Instruction Should Reinforce |           |  |
|--|--|--|-----------|--|
| Knowledge  | Application  | Skill Group  | Skill     | Description  |
| 11.4 Discuss point-of-sale terminal and importance in marketing      | 11.4.1 Evaluate how point of sale affects inventory  | Foundation   | Reading   | Identifies relevant details, facts, and specifications [1.3.16]  |
|  |  |  | Speaking  | Applies/Uses technical terms appropriate to audience [1.5.2]   |
|  |  |  | Writing   | Analyzes data, summarizes results, and makes conclusions [1.6.2]   |
|  |  | Thinking   | Reasoning | Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]<br>Sees relationship between two or more ideas, objects, or situations [4.5.5] |
| 11.5 State the purpose of an income statement and a balance sheet    | 11.5.1 Analyze an income statement and balance sheet   | Foundation   | Writing   | Analyzes data, summarizes results, and makes conclusions [1.6.2]   |
|  |  | Thinking   | Reasoning | Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]<br>Sees relationship between two or more ideas, objects, or situations [4.5.5] |
| 11.6 State the methods of obtaining capital                          | 11.6.1 Access the Small Business Administration online to review financing applications or identify three sources of long-term financing | Foundation   | Writing   | Analyzes data, summarizes results, and makes conclusions [1.6.2]   |
|  |  | Thinking   | Reasoning | Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]<br>Sees relationship between two or more ideas, objects, or situations [4.5.5] |
| 11.7 State the differences in common and preferred stock             | 11.7.1 Request stock portfolios from Fortune 400 companies to discuss stock options  | Foundation   | Reading   | Identifies relevant details, facts, and specifications [1.3.16]  |
|  |  |  | Speaking  | Applies/Uses technical terms appropriate to audience [1.5.2]   |
|  |  |  | Writing   | Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19]   |

| CAREER and TECHNICAL SKILLS<br>What the Student Should be Able to Do |   | ACADEMIC and WORKPLACE SKILLS<br>What the Instruction Should Reinforce |           |   |
|--|---|--|-----------|---|
| Knowledge  | Application   | Skill Group  | Skill     | Description   |
| 11.8 Discuss three ways to value stock                               | 11.8.1 Compare market value, stated value, and book value                             | Foundation   | Reading   | Identifies relevant details, facts, and specifications [1.3.16]                           |
|  |   |  | Speaking  | Applies/Uses technical terms appropriate to audience [1.5.2]                              |
|  |   |  | Writing   | Analyzes data, summarizes results, and makes conclusions [1.6.2]                          |
|  |   |  |           | Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6] |
|  |   | Thinking   | Reasoning | Sees relationship between two or more ideas, objects, or situations [4.5.5]               |
| 11.9 Distinguish between equity capital and debt capital             | 11.9.1 Compare equity capital and debt capital, and discuss which is easier to obtain | Foundation   | Writing   | Analyzes data, summarizes results, and makes conclusions [1.6.2]                          |
|  |   |  |           | Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6] |
|  |   | Thinking   | Reasoning | Sees relationship between two or more ideas, objects, or situations [4.5.5]               |
| 11.10 Discuss important factors of capital                           | 11.10.1 Analyze three of the most important factors of capital                        | Foundation   | Reading   | Identifies relevant details, facts, and specifications [1.3.16]                           |
|  |   |  | Speaking  | Applies/Uses technical terms appropriate to audience [1.5.2]                              |
|  |   |  | Writing   | Analyzes data, summarizes results, and makes conclusions [1.6.2]                          |
|  |   |  |           | Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6] |
|  |   | Thinking   | Reasoning | Sees relationship between two or more ideas, objects, or situations [4.5.5]               |

## **Glossary**

### **Unit 1: Marketing Foundations**

1. Entrepreneur – one who organizes, manages, and takes the risk of owning and operating a business
2. Marketing – the process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational objectives
3. Marketing mix – the four basic marketing strategies, collectively known as the four P's: product, place, price, and promotion
4. Product – a tangible or physical item purchased by consumers
5. Product life cycle – the stages that a product goes through during its life, including introduction, growth, maturity, and decline
6. Retailers – buy goods from wholesalers or manufacturers and resell them to the final customer
7. Service – an intangible task performed for a customer
8. Utility – the attributes of a product or service that make it capable of satisfying consumers' needs and wants
9. Wholesalers – obtain goods from manufacturers and resell them to industrial users or retailers

## Unit 2: Management Foundations

1. Human relations – the ability managers need to understand and work well with people
2. Industrial Revolution – the change that occurred during the late 1800s when the U.S. economy shifted from a primarily agricultural economy to one based largely on industries, such as oil, steel, railroads, and manufactured goods
3. Management – the process of deciding how best to use a business's resources to produce goods or provide services; the process of accomplishing the goals of an organization through the effective use of people and resources
4. Maslow's Hierarchy of Needs – the grouping and ordering of physical, security, social, status, and self-fulfillment needs created by Abraham Maslow
5. Organizing – the management task that involves grouping related activities together and arranging resources to complete the work
6. Planning – the management task that involves analyzing information, deciding on company goals, and deciding what needs to be done in the future
7. Technical skills – the specific abilities people use to perform their jobs
8. Total Quality Management (TQM) – a system of management based on involving all employees in a process of continually improving quality and productivity by improving how they work



## **Unit 3: Marketing and Management Environments**

1. Code of ethics – a formal, published collection of values and rules used to guide the behavior of an organization toward its various stakeholders
2. Consumer – one who actually uses a product
3. Ethics – the code of moral conduct that sets standards for what is valued as right or wrong behavior for a person or group
4. Licensing – a way to limit and control those who plan to enter certain types of businesses
5. Social responsibility – the duty of a business to contribute to the well-being of society
6. Zoning – regulations that specify which land areas may be used for homes and which areas may be used for different types of businesses

## **Unit 4: Global Economics in Marketing and Management**

1. Economics – the body of knowledge that relates to producing and using goods and services that satisfy human wants
2. Equilibrium – the condition that exists when the amount of product supplied is equal to the amount of product demanded
3. Exports – goods and services sold to other countries
4. Gross National Product (GNP) – the measure of goods and services produced by labor and property supplied by a country's residents, whether there or abroad
5. Imports – goods and services purchased from other countries
6. Inflation – a rapid rise in prices caused by an inadequate supply of goods and services
7. International trade – the exchange of goods and services between nations
8. Scarcity – the condition that exists when people's wants and needs exceed their resources
9. Tariff – a tax on foreign goods to protect domestic industries and earn revenue

## **Unit 5: Forms of Business Ownership**

1. Cooperatives – a business owned and operated by its user-members for the purpose of supplying themselves with goods or services
2. Corporation – a business owned by a group of people and authorized by the state in which it is located to act as though it were a single person
3. Partnership – a business owned by two or more people
4. Proprietorship – when an individual owns and manages a business

## Unit 6: Technology and Information Management

1. Computer – a programmable machine; the two principal characteristics of a computer are that it responds to a specific set of instructions in a well-defined manner and it can execute a prerecorded list of instructions
2. Database – a collection of information organized in such a way that a computer program can quickly select desired pieces of data
3. E-commerce – conduction business online; i.e., buying and selling products with digital cash and via Electronic Data Interchange (EDI)
4. Ergonomics – the science concerned with designing safe and comfortable machines for humans
5. Extranet – a new buzzword that refers to an intranet that is partially accessible to authorized outsiders
6. Firewall – a system designed to prevent unauthorized access to or from a private network
7. Hyperlink – elements in an electronic document that link to another place in the same document or to an entirely different document.
8. Internet – a global network connecting millions of computers
9. Internet Service Provider (ISP) – a company that provides access to the Internet
10. Local Area Network (LAN) – a computer network that spans a relatively small area
11. Modem – a device or program that enables a computer to transmit data over telephone lines; also known as a modulator-demodulator
12. Search engine – a program that searches documents for specified keywords and returns a list of the documents in which the keywords are found
13. Server – a computer or device on a network that manages network resources
14. Software – computer instructions or data
15. World Wide Web (WWW) – a system of Internet servers that supports specially formatted documents

## **Unit 7: Communication and Planning Skills for Marketing and Management**

1. Brainstorming – a group discussion technique that is used to generate as many ideas as possible for solving a problem
2. Communication – refers to the sharing of information, which results in a high degree of understanding between the message sender and receiver
3. Distortion – refers to how people consciously or unconsciously change messages
4. Distraction – anything that interferes with the sender's creating and delivering a message and the receiver's getting and interpreting a message
5. E-mail – transmits and stores documents through a data communication system without the printing of a hard copy
6. Feedback – a receiver's response to a sender's message
7. Jargon – technical words related to a specific industry that are unfamiliar to the general public
8. Problem – a difficult situation requiring a solution
9. Spam – the unwanted receipt of e-mailed promotional messages
10. Symptom – a sign or indication of something that appears to be a problem

## **Unit 8: Motivation and Leadership for Marketing and Management**

1. Automatic leader – one who gives direct, clear, and precise orders with detailed instructions as to what, when, and how work is to be done
2. Democratic leader – one who encourages workers to share in making decisions about work-related problems
3. Executive – a top-level manager who spends almost all of his or her time on management functions
4. Leadership – the ability to influence individuals and groups to achieve organizational goals
5. Mid-manager – a manager who completes all of the management functions but spends more time on one of the functions or is responsible for a specific part of the company's operations
6. Motivation – the set of factors that cause a person to act in a certain way
7. Negative reinforcement – punishing or reprimanding people who engage in behavior that the manager hopes to discourage
8. Open leader – a manager who gives little or no direction to workers
9. Positive reinforcement – Rewarding people who engage in behavior that the manager wishes to encourage
10. Reinforcement – to back up a theory

## **Unit 9: Managing Human Resources for Marketing and Management**

1. Employee benefits – those benefits, other than monetary compensation, given to employees by employers
2. Human resources management – the function of management responsible for recruiting, training, and compensating employees as well as planning for future personnel needs
3. Job description – written statement identifying the type of work and the necessary qualifications for a job
4. Promotion – the advancement of an employee within a company to a position with more authority and responsibility
5. Salary – compensation paid on other than an hourly basis, such as weekly or monthly
6. Termination – when an employee is asked to leave because of poor performance or failure to follow company rules
7. Transfer – the assignment of an employee to another job in the company that involves the same type of responsibility and authority
8. Wage – compensation paid on an hourly basis

## **Unit 10: Quality Control for Marketing and Management**

1. Performance deviation – that degree which actual performance differs from the desired outcome
2. Quality assurance – quality control is built into the production process, and quality is the responsibility of all employees
3. Quality control – the process by which a company measures actual performance against set quality standards



## **Unit 11: Financial Management for Marketing**

1. Balance sheet – a summary of a business's assets, liabilities, and owner's equity
2. Capital – money needed to use and start a business
3. Common stock – ownership that gives holders the right to participate in managing the business by having voting privileges and sharing in any profits
4. Income statement – a summary of a business's income and expenses during a specific period, such as a month, a quarter, or a year
5. Point-of-sale terminal – a computerized system that uses light pens, hand-held laser guns, stationary lasers, or slot scanners to feed information directly from merchandise tags or product labels into a computer
6. Preferred stock – ownership that gives holders preference over the common stock holders when distributing dividends or assets